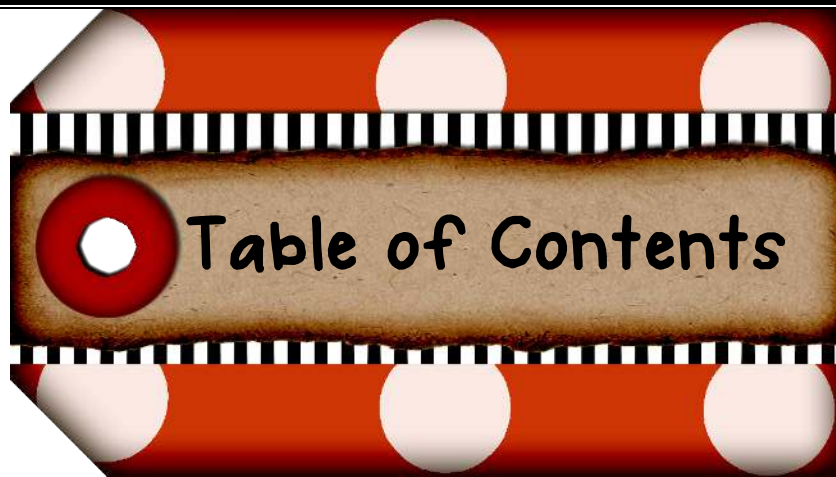


SHIVER ME MEASUREMENT



LINEAR
MEASUREMENT UNIT



Activities & Projects

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ACTIVITIES & PROJECTS



Name _____ Date _____

MEASUREMENT SCAVENGER HUNT

ABOUT STUDENTS! Help the pirates fill out the scavenger hunt with objects of all sizes. Use a ruler to find at least 2 identical objects with each of the units listed on the table below. You may round when close to the nearest whole inch or centimeter. Be the pirate as you find the objects.

Lengths	Object 1	Object 2
3 inches		
6 inches		
1 foot		
1 yard		
10 centimeters		
10 centimeters		

MEASURE ME

Materials

- Butcher or bulletin board paper
- Markers
- Scissors
- Rulers
- Tape Measures

Directions

- Precut large rectangles of butcher or bulletin board paper. The sheets should be long enough for students to lie on top of the paper.
 - Have students work with partners to trace their bodies on the paper. One student should lie down on top of their paper and the partner should trace the outline of the student's body; switch roles and repeat the process.
 - Students should cut out the outline of the body.
 - Then have students use a ruler to measure legs, arms, etc. Have them write the measurement of their body.
 - Students can also measure their height.
 - Have students work with their partner to measure the circumference of their heads by using a tape measure.
 - When students finish recording their cutout with clothing and accessories.
- Extension
- Have students convert inches and feet.

MEASURE ME STUDENT DIRECTIONS

- Find a partner to work with.
 - Lay your big piece of paper on the floor and lie down on the paper. Make sure you spread your arms and legs out.
 - Have your partner trace an outline of your body from your head to your toes.
 - Then switch roles and repeat the process, so both of you have an outline of your bodies.
 - Cut out the outline of your body and be sure to write your name on it.
 - Use a ruler to measure the length of your feet, legs, and arms.
 - Write the results of each measurement on the cutout of your body.
 - Can you think of anything else you can measure, like your height or arm span?
 - Work with your partner again to measure the circumference of your head by using a tape measure.
 - When you finish recording your measurements, decorate your cutout with clothing and accessories.
- Extension
- Convert any measurement that is over 12 inches to inches and feet.
 - Measure your clothing and accessories with centimeters.

Name _____ Date _____

WHAT'S THE DIFFERENCE?

Use a ruler to measure the following objects in inches and centimeters. Measure to the nearest 1/4 inch and whole centimeters.

Object	Inches	Centimeters
Scissors		
Top of desk		
Pencil		
Height of bookshelf		
Friend's pinky finger		
Width of door		
Width of your chair		
Favorite book		
Box of crayons		
Computer Monitor		

MEASUREMENT TREASURE HUNT

Materials

- Treasure maps
- Student Directions
- Rulers with cm and mm lines
- Colored pencils or markers (skinny markers work best)

Directions

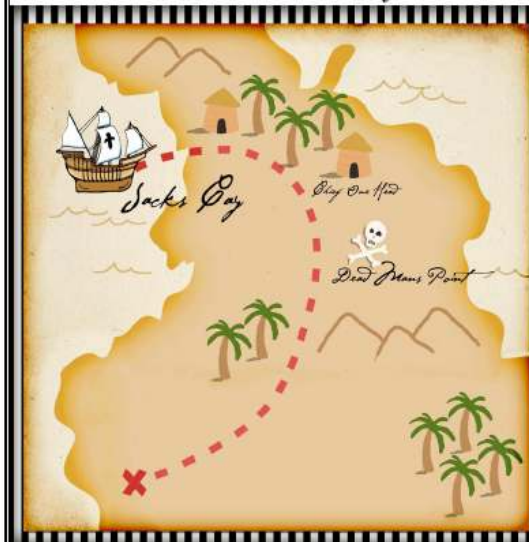
- Review how to use a ruler to measure to the nearest centimeter and millimeter.
- Distribute treasure map and student directions to students and explain to students that they will be using centimeters and millimeters to find where the pirate hid his treasure.
- Model how to use the treasure map by using directions that sound similar to the student directions. Make sure students are familiar with how to use a compass for finding north, south, east, and west.



Extensions

- Allow students to write their own set of directions for the treasure map.
- Have students create a treasure map within the school using larger units of measure such as feet or meters.

TREASURE MAP



BUILD A PIRATE SHIP



- Materials**
- Construction paper
 - Scissors
 - Glue
 - Rulers
 - Student directions

Directions

- Distribute a large (16x8) piece of blue construction paper to students and explain that they are going to build a pirate ship out of construction paper.
- Then pass out the student directions and discuss the directions together. Students should use the directions to build their ship using exact measurements.
- It may be necessary to show students examples of the different features of ship they will be constructing, so students can have a visual example.
- Make sure that students understand that their measurement, not artwork, is the focus on the assignment.
- When students begin working they should first draw the pieces of the ship on their construction paper, and then cut out and glue down their drawings on their ship.
- The blue background represents water for the ship, so students can add details to their pictures when they finish creating their ship.

Extension

- Allow students to add some of their own ideas to the ship and have them label the length of those items.



MEASUREMENT TREASURE HUNT

STUDENT DIRECTIONS

Captain Patch used the treasure map to find a great treasure. He moved the treasure chest to a hidden cave, so he could return with his ship. Unfortunately, when he returned his ship was stuck under the rock island. Help Captain Patch and his crew find the treasure by following his steps using Captain's and Mollie's. Draw your lines using a large colored string, so we can see them easily.

- He started at the tip of the most northern mountain so draw a dot to mark where he began.
- Captain Patch then went east. Draw a line 3 cm dot to mark the spot.
- Then he traveled south. Draw a line 35 mm to the south.
- He later went to the east and got lost in the to the east.
- Later, he traveled south again. Draw a line Captain Patch walked to the west and stop. Draw a line 5 cm to the west.
- The next morning he walked south. Draw a line then went west again. Draw a line in he walked to the south again, sure to begin with. Draw a line then spent a long time walking.

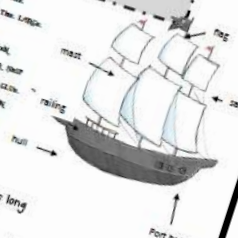
Patch then headed to the

to the west again, find the treasure and a treasure chest.

BUILD A PIRATE SHIP

STUDENT DIRECTIONS

Construct your own pirate ship by using the following measurements. You will use the large piece of blue construction paper for the background of your pirate ship. Draw the lines and cut out each of the pieces of your ship on separate pieces of construction paper, and then glue them to your ship. You will use the large construction paper to hold your pirate ship. When you finish, you will see your own treasure.



- The bottom of the hull should be 3 inches long.
- The top of the hull should be 1 foot long.
- The main (middle) mast should be 7 1/2 inches long.
- The fore (front) mast needs to be 3 1/2 inches long.
- All of the sails should be trapezoids that are 1 1/2 inches long on the top and 3/4 inches long on the bottom.
- The port holes have a diameter of 1 inch.
- The flag at the very top is a 1 inch by 1 inch square (You can just draw the wheel instead of cutting it out).
- There is one cannon that is 1 1/2 inches long.
- There is a railing on the side of the ship that is 3 1/2 inches long.

PARROT MEASUREMENT

STUDENT RECORDING SHEET

Name _____ Name _____

PARROT FLIGHT 1	PARROT FLIGHT 2	PARROT FLIGHT 3	PARROT FLIGHT 4	PARROT FLIGHT 5

How far did your parrot fly altogether? _____

How would you convert that to inches and feet? _____

How far did your parrot and your partner's parrot fly altogether? _____

How would you convert that to inches and feet? _____

PARROT MEASUREMENT

Materials

- Copy paper
- Crayons and/or markers
- Student recording sheet
- Rulers or other measuring devices (tape measure, yard stick, etc.)

Directions

- Have students fold their paper to design a paper airplane. Encourage students to build an airplane that will fly as far as it can possibly go.
- Give students time to decorate their airplanes to look like parrots.
- Then distribute the student recording sheets and explain the directions to the class. In the activity, students will work with partners to record how far their airplanes (parrots) flew in 5 different attempts.
- Model how to fill in the boxes on the table and explain how to measure from the starting place to where the airplane (parrot) landed.
- Take the class outside and to a large, empty room inside and allow students to practice flying their airplanes (parrots).
- Then instruct students to begin working with their partners to complete their student recording sheet.

Extension

- Have students convert their measurements to a different unit of measure.
- Allow students to use their data to design a better flying airplane (parrot).
- Build an origami flying bird.



Name _____ Date _____

Describe and list the units of measure for each measurable attribute.

Weight

Length

Measurable Attributes

Capacity

Temperature

Name _____ Date _____

Measure to the nearest $\frac{1}{4}$ inch.

Name _____ Date _____

Measure to the nearest $\frac{1}{2}$ inch.

Name _____ Date _____

CONVERTING MEASUREMENTS 1

- 1 foot = _____ inches
- 2 feet = _____ inches
- 3 feet = _____ inches
- 3 feet = _____ yards
- 1 yard = _____ inches
- _____ cm = 1 meter
- _____ mm = 1 meter
- 3 yards = _____ feet
- 36 inches = _____ yards
- 2 yards = _____ inches
- What is longest?
3 feet
2 yards
54 inches
- _____
- 3 feet
- _____

Name _____ Date _____

UNITS OF MEASUREMENT SORT

Directions: Cut out each of the squares and sort each object into the customary unit of measurement that would be best suited to measure the object. Then, glue each square down in a labeled column on a sheet of construction paper.

INCH	YARD	MILE
pencil	football field	sheet of paper
book	penny	door
lunchroom	paper clip	arm
distance from Florida to Tennessee	distance from school to Wal-Mart	Distance around the gym
power pole	ski slope	picture frame
shark's tooth	Ipod	television

17. _____ ft = 1 mile

Name _____ Date _____

CONVERTING MEASUREMENTS 2

- 1 foot = _____ inches
- 3 feet = _____ inches
- 4 feet = _____ inches
- 4 feet = _____ yards
- 2 yards = _____ inches
- _____ cm = 2 meters
- _____ mm = 2 meters
- 4 yards = _____ feet
- 36 inches = _____ yards
- 3 yards = _____ inches
- What is longest?
3 feet
2 yards
54 inches
- _____ inches = 4 feet
- 2 feet = _____ inches
- 3 meters = _____ cm
- 1 meter = _____ mm
- 2 yards = _____ inches
- _____ ft = 1 mile
- What would you use miles to measure?
- What would you use inches to measure?
- What would you use feet to measure?

Name _____ Date _____

Measurement Review 2

Find the perimeter and area of each rectangle.

4	6	P=	A=
3	9	P=	A=

Circle the best unit to measure the following objects.

Walk Around Block	Tall Tree
Meter	Millimeter
Inch	Yard

Measure to the nearest $\frac{1}{2}$ inch.

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Name _____ Date _____

BASIC MEASUREMENT

- How many inches are there in a foot? _____
- How many inches are there in a yard? _____
- How many feet are there in a yard? _____
- How many feet are there in a mile? _____
- How many days are there in a year? _____
- How many months are there in a year? _____
- How many weeks are there in a year? _____
- How many days are in a week? _____
- How many hours in a day? _____

Name _____ Date _____

Measurement Review 1

Find the perimeter and area of each rectangle.

3	5	P=	A=
2	8	P=	A=
2	10	P=	A=

Circle the best unit to measure the following objects.

Your big toe	Diameter of the Moon	School Playground
Meter	Centimeter	Meter
Kilometer	Yard	Mile

Measure to the nearest $\frac{1}{2}$ inch.

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Name _____ Date _____

Measurement Review 3

Find the perimeter and area of each rectangle.

5	7	P=	A=
4	10	P=	A=
2	15	P=	A=

Circle the best unit to measure the following objects.

Pencil	Florida to Maine	Basketball Court
Meter	Centimeter	Meter
Kilometer	Yard	Mile

Measure to the nearest $\frac{1}{2}$ inch.

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Measurement War

Materials:

- Deck of measurement cards
- Two players

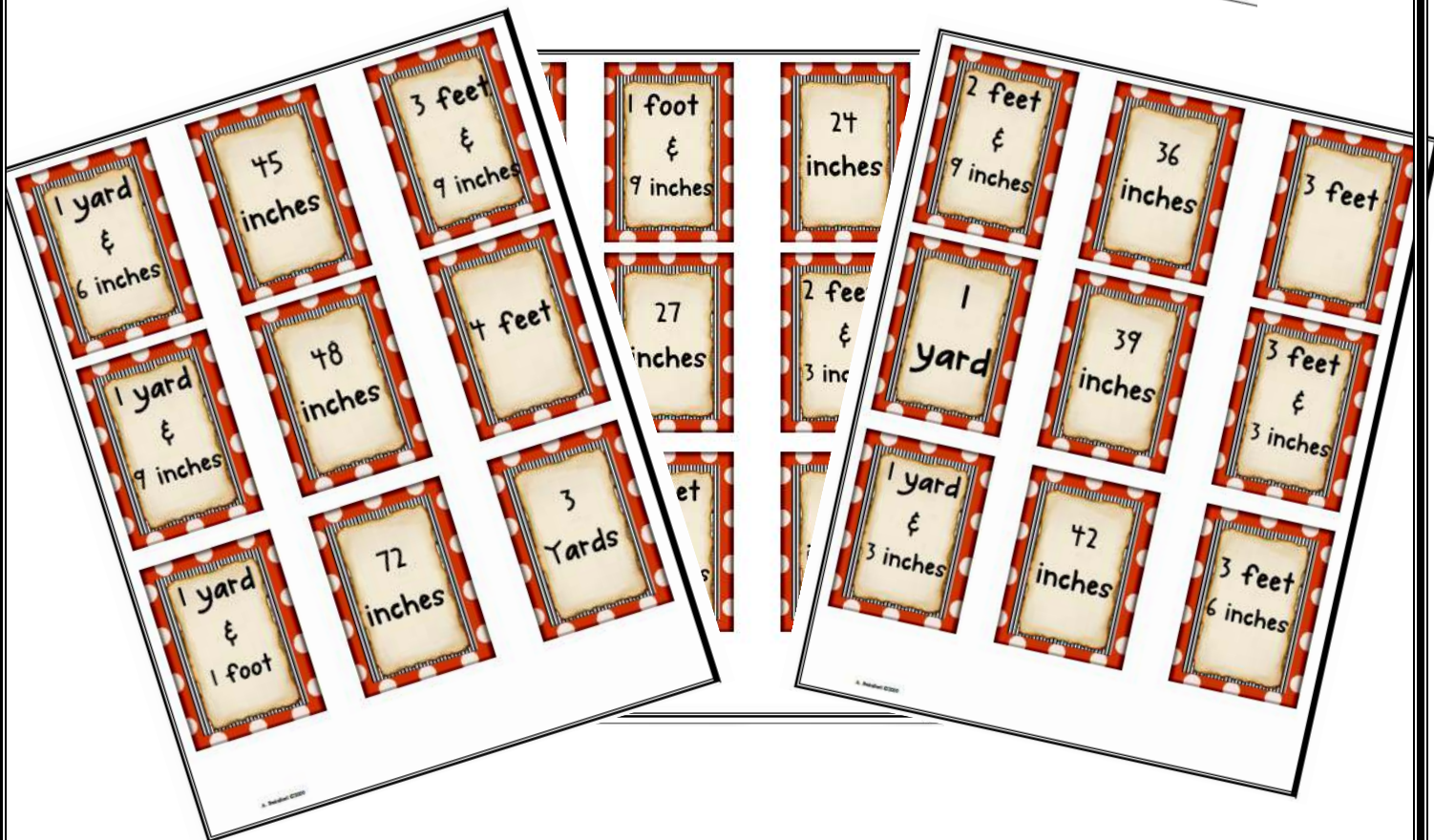
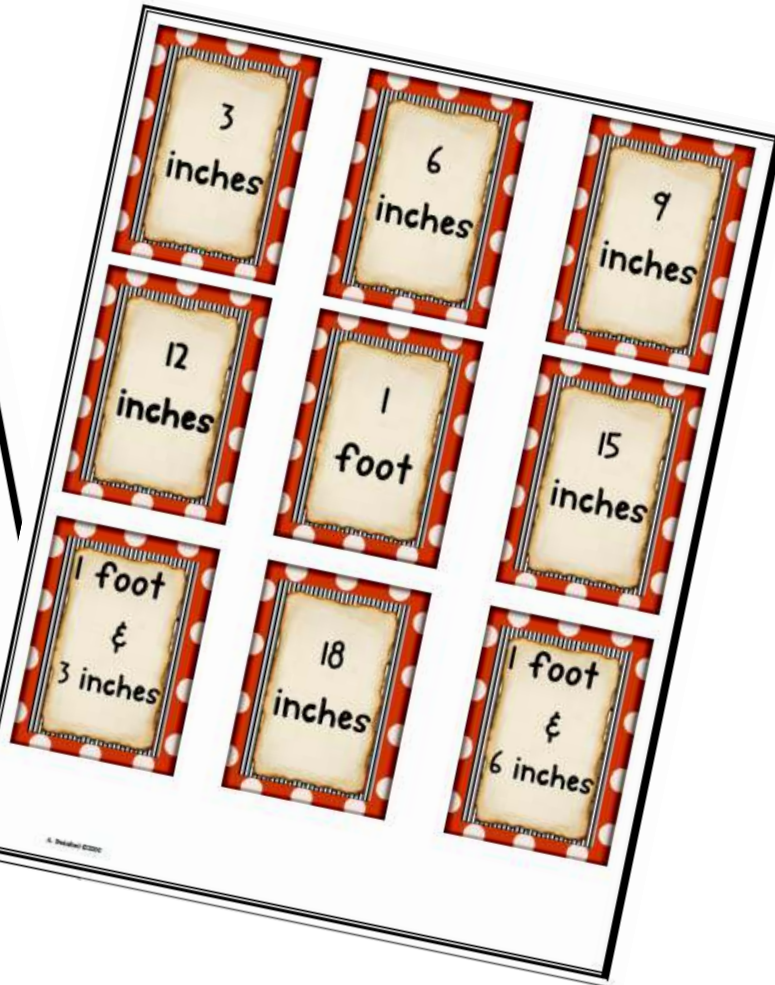
Objective:

- To collect all of the cards

Directions:

- Shuffle the cards
- Divide the deck of cards evenly among the two players, giving each a face-down stack.
- At the same time, each player reveals the top card on his or her stack, and the player with the higher card takes both the cards played and moves them to the bottom of his or her stack.
- If the two cards played are of equal value, each player lays down three face-down cards and a fourth card face up, and the higher-valued card wins all of the cards on the table, which are then added to the bottom of the player's stack.
- In the case of another tie, the war process is repeated until there is no tie.

HOY
MAT



Measurement Concentration

Preparation:

- Print cards on card stock
- Laminate and cut out cards

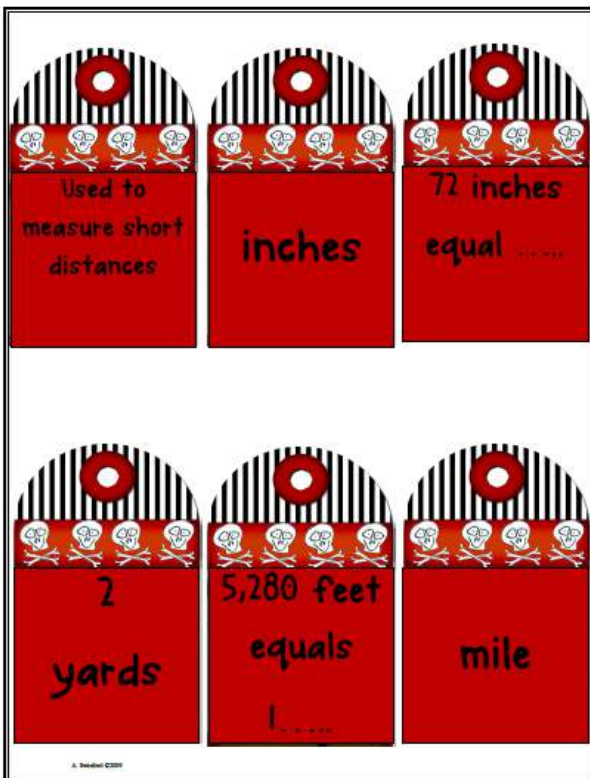
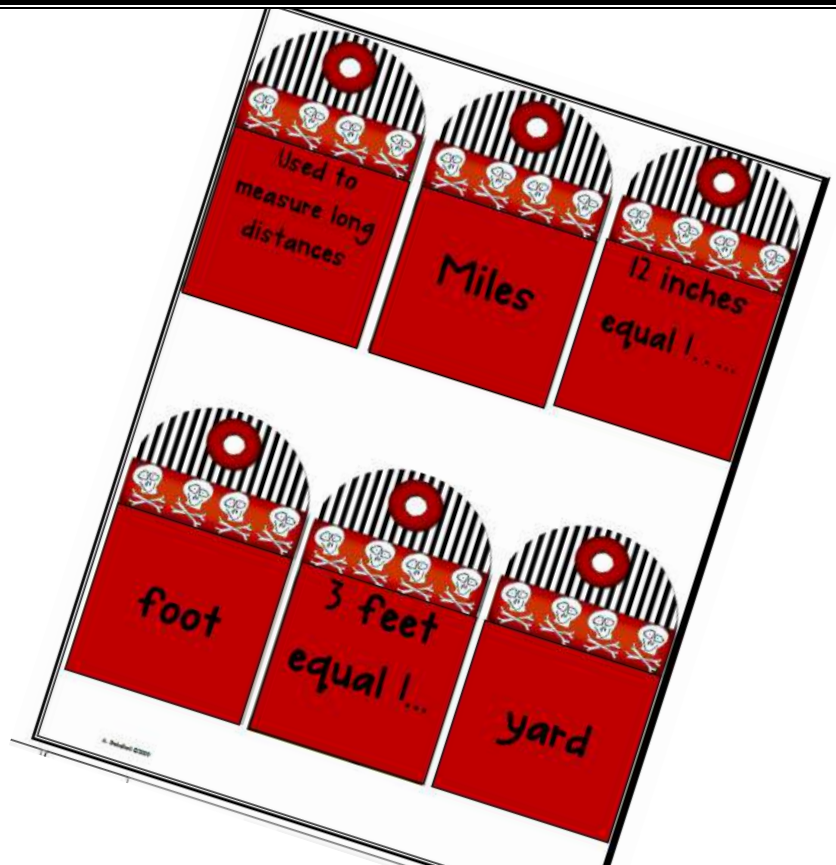
How to Play:

- Shuffle all of the place value cards.
- Lay all of the card face down on a flat surface
- Students should take turns trying to find matches by picking two cards up each turn.
- If the two cards are a match, the student gets to keep the set and has another turn.
- If the two cards are not a match, the student should lay the cards down in the same place, and then the turn is over.
- After all of the matches have been found, students should count all of the matches they collected during the game and whoever has the most wins the game.
- This game can be played with partners or small groups.

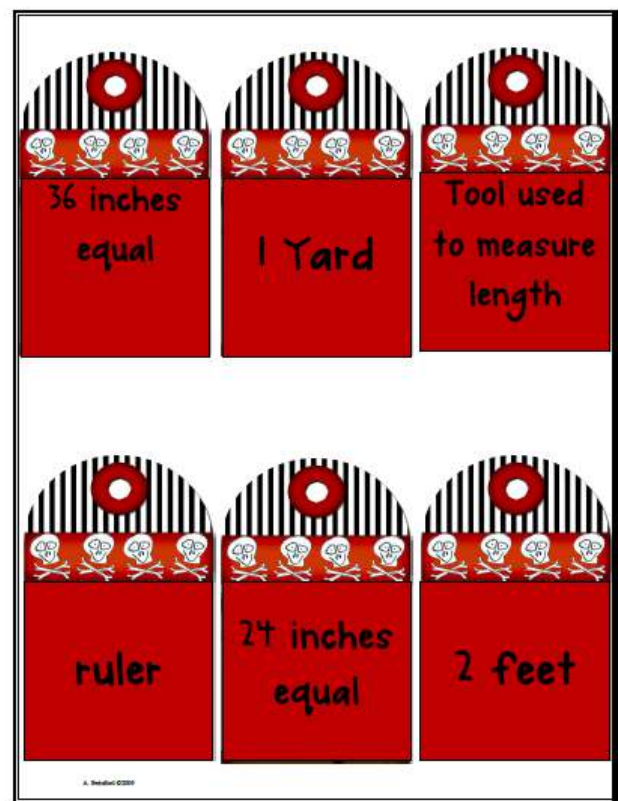


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